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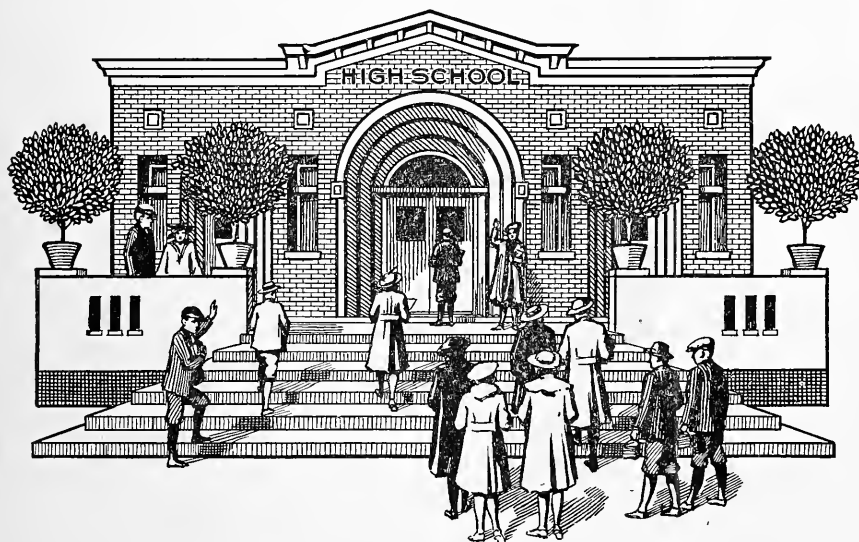
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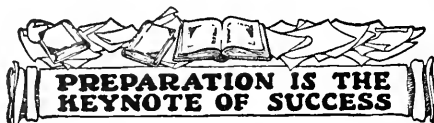
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*Harter School supply co.
"Cleveland,"*

THE VALUE OF A HIGH SCHOOL EDUCATION



IT PAYS TO GRADUATE



IT is the purpose of this book to impress upon the pupils of the lower grades the importance of a High School education.

We believe that the parents of these pupils will also find in the following pages, reasons for sacrifice and even self-denial, that their children may continue their studies until fully equipped to go out into the world of business and professional life.

Education is the foundation of success. Without it you will be handicapped always; with it you will be prepared to make your mark. You must learn if you wish to earn. Rewards are paid for knowledge. In High School is your opportunity to get a start toward Success.



JUN -3 '22

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The Harter School Supply Co.
Cleveland, Ohio

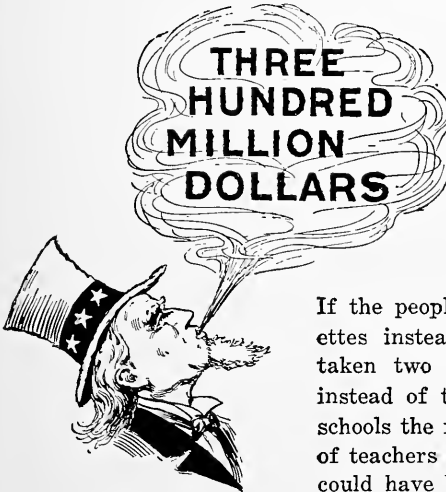
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An Editorial by President Warren G. Harding



WE have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our school teachers are underpaid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there more cause for alarm than in the fact that the rural school term is far too short and that four-fifths of the rural schools are one-teacher schools, resulting in hasty and careless teaching, and that the opportunity for country boys and girls to have high school education is all too slight. * * * We owe it to the childhood of the Nation and the childhood of the agricultural districts of our land to place at its disposal the utmost in educational facilities.

LUXURIES VS. EDUCATION



In 1920 the United States blew away in smoke of cigars and cigarettes \$300,000,000, more than the total cost of education in 1918, according to P. P. Claxton, U. S. commissioner of education. The total cost for tobacco in all its forms, in 1920, was five times the total of teachers' salaries in 1918 and almost exactly the same as the total cost for elementary and secondary education for the three years 1916, 1917 and 1918.

If the people who use tobacco had smoked two cigarettes instead of three, two cigars instead of three, taken two "chaws" instead of three, and two dips instead of three, and had paid to the support of the schools the money thus saved for the year, the salaries of teachers in schools of all grades, public and private, could have been increased more than 120 per cent.

According to government returns for 1920, the people spent twenty-two times as much for luxuries that year as they spent for education in 1918, and six billions, or 30 per cent, more than we have spent for public education in all our history. The amount paid for face powder, cosmetics and perfumes is only \$12,000,000 less than the total amount expended for public, elementary and secondary education in 1918, and within \$50,000,000 of twice the total amount paid teachers in public, elementary and secondary schools. In food luxuries, we ate up in a single year more than the salaries of all school teachers for the first eighteen years of this century.—K. S. N. S., News Letter.

TO THE PARENTS!



STATISTICS carefully compiled by former United States Commissioner of Education, Dr. W. T. Harris show that of ten thousand men who have risen to prominence in the United States in the first hundred years of our history, not more than thirty were self-taught men; that a boy with only a grammar school education had one chance in nine thousand of reaching distinction.

Dr. Harris says: "A boy with a high school training has one chance in four hundred; that is, he has twenty-two times the opportunity of the boy who stopped at the end of the eighth grade."

Dr. Harris further says: "It is unnecessary to extend this inquiry to women. Education is practically her only door to eminence."

The investigations of the First Industrial Commission of Massachusetts show that neither power nor advantage is gained by entering an industry at an early age, and that the child who thus goes to work for wages closes behind him the door of progress to a living wage later. Two boys leave school, one at the end of the eighth grade, one after graduation from high school. Statistics show that at twenty-five year's of age the high school graduate has earned on an average of \$500 more than the other man. From then on, his earning power is much greater. Statisticians have figured that each day in high school is worth \$10.00 to a pupil. This is only a small part of the real benefit of a high school education.

Education increases the opportunities for greater success, for higher enjoyment and for a richer, fuller life. Without an education your child's life may be one of drudgery without much compensation; a life of only limited enjoyment of the best in the home, in business, in literature and art; a life shorn of its greatest usefulness and influence among his neighbors and friends, a life with only limited opportunity and ability for service.

A high school education is not for the loafer, not for the shirk, but for the boy or girl who will work that he may achieve the richest rewards for himself and the greatest good for others.

Consider these facts before you decide that your child shall not enter High School.

Decide now that however great the sacrifice to yourself may be, your child shall have a High School education.

FATHERS and mothers who want their children to have a fair start towards successful accomplishment in life want them to have a High School education.

THE BIG IDEA

By DR. FRANK CRANE

When Douglas Fairbanks went to Richard Mansfield, told him he wanted to be an actor, and asked him for advice, Mansfield counselled him to go home and "develop himself," to learn all sorts of things.

"If you want to be successful," he added, "and are thrown into the world of big things, with men who have succeeded in other fields of endeavor, you will be able to **SPEAK THEIR LANGUAGE.**"

Knowledge is the language of the Hundredth Man.

Ignorance embarrasses you, shames you, makes you tongue-tied and awkward.

There is no Royal Road to Knowledge.

You cannot learn its language in a week, nor month, nor by four years in school, nor by any spurt of effort.

There is just one Big Idea you must get, if you would take your place among the worth while people.

It is: "**LEARN ONE THING EVERY DAY.**"

That is the old, smooth, straight turnpike that leads directly to your goal.

As Franklin discovered that lightning is electricity, and Columbus discovered America, so when you have discovered that you may learn One Thing a Day, and have found a Practical Way to do it, you have hit upon the most valuable truth in your life.



Interesting School Statistics



UT of every hundred pupils who enter public schools only fifteen get through high school and fewer than three finish college.

More than five million persons, three million of whom are native born, over ten years of age, can neither read nor write the simplest words.

Illiteracy is costing the United States \$825,000,000 annually, through accidents and inefficiency.

There are more than thirteen million foreign born in the United States today, five million of whom can not read or write the English language and two million of whom are illiterate.

At least 40 per cent of our elementary school classes are so large that the individual child can not be given necessary care and personal instruction.

The average child enrolled in the public schools attends 120 days during the school term, or about three-fourths of the time. Absence costs the United States \$195,000,000 annually.

About 125,000 teachers out of a total of 650,000 leave the profession annually and their places are filled by inexperienced people.

The percentage of men teachers in the United States has fallen from 43 per cent in 1880 to 20 per cent in 1916 and 16 per cent in 1918.

The public schools of the United States cost about \$760,000,000 a year.

The Cultural Value of an Education



Young people should go to high school with two ideals in mind: (a) To develop the individual to his greatest capacity; (b) To learn the responsibility of an individual to society. The four years which you may spend in high school have a two-fold value—a money value and a cultural value.

We have discussed, "The money value of an education". Now let us look at it from the cultural value.

"To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other's work and the criticism of your own; to carry the keys to the world's library in your pocket and feel its resources behind you in whatever task you undertake; to make hosts of friends

among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasm and co-operate with others for common ends; to learn manners from students who exemplify the highest ideals—this is the offer of the high school for the best four years of your life."—*William DeWitt Hyde.*

Here Are Some More Facts!

Supt. B. B. Jackson, of Minneapolis, studied the earnings of 3,345 pupils who left school at the end of the eighth grade, and found that they started life with an average salary of only \$240 a year. A similar study made by him of the salaries of 912 graduates of the high school showed that they started out with an average salary of \$600 and after six years were earning an average of \$1,380.

One more set of figures and then we are through:

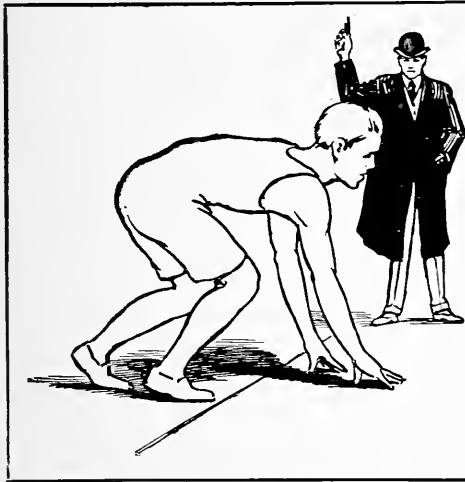
A committee of the Brooklyn Teachers' Association in 1909 investigated the salaries received by graduates of the elementary schools and by others who stopped school before graduation.

Of 192 boys from the elementary schools taken at random, the committee was able to trace 166 till they were about thirty years of age.

At the time the average income of these 166 boys was \$1,253.05, whereas the average salary of the illiterate worker in Brooklyn was \$500 per year.

If the parents of these 166 boys had bought each of them an annuity equal to the extra \$753 per year, which his education enabled him to earn, it would have cost over \$15,000 per boy.

As the salaries of these boys will rise considerably after they are thirty, while those of the illiterate laborers will not, it is obvious that this elementary education was worth more than a \$15,000 capital safely invested for each boy.



Give Yourself a Fair Start!

Get a high school education. It is the foundation of success. Without it you will be everlastingly handicapped; with it you will be far better prepared to make your mark. You must earn if you wish to earn. Rewards are paid for knowledge. The high school is your opportunity to get a fair start towards success.

Good Job For You at High School

This material has been prepared by the Industrial Studies Divisions of The Vocational Guidance Department of Pittsburgh, Pa.

Seldom has there been a worse time for children to leave school to go to work, and it becomes the special task of the 6th, 7th and 8th grade teachers to impress on children the waste and futility of stopping their education at the earliest possible moment for the uncertainty of industry.

To help in this effort, the following data have been gathered which show industrial conditions to be met today by young children, handicapped at the start by inexperience and lack of education.

UNEMPLOYMENT

Children will tell you that they have to go to work because their elders are out of a job. What actual chance have they of getting worth-while work if experienced workers can't find employment?

From April to November 1921, for EVERY job registered at The Illinois Free Employment Bureau, there were TWO TO THREE applicants.

The Placement Division of The Board of Education had TWO TO FOUR children with an 8th grade education or less applying each month for every job received from employers.

The scarcity of jobs for children is further shown by our records of the situation of boys and girls certificated during the last two years, and still under

16: Over 50% are either hunting jobs or have had to return to school.

Working certificates are not issued to children unless they have a promise of employment. The drop in the number issued from 1919 to 1921 proves again the scarcity of jobs:

July-Dec. 1919	-----	22,128	certificates
" " 1920	-----	20,401	"
" " 1921	-----	8,864	"

Responsible employers today do not want children under 16.

1919-1920: 7228 employers were hiring children under 16.

1920-1921: 6204 employers were hiring children under 16.

Wages offered children under 16 today are low and irregular, and not to be compared with the high wages of war-time jobs. They are surely not worth the loss of education.

Working conditions among employers willing to take children under 16, are generally undesirable. Jobs are short-lived and employment irregular.

ONLY UNSKILLED AND MECHANICAL JOBS OPEN TO CHILDREN UNDER 16. It is becoming more and more true that jobs in which boys and girls can develop and train for the future are closed to children under 16. A boy cannot learn a trade until he is 16 or sometimes 18 years of age. Jobs that are open to children under 16 today, are usually for errand work, light bench assembling, and hand work which is mechanical and repetitive.

YOUR OPPORTUNITY



Have you ever stopped to think how many opportunities are closed to you if you do not complete a high school education?

The world to-day wants men and women who are trained.

The high school offers a training that is necessary for entrance into nearly all of our professions and skilled occupations.

It is a most excellent preparation for the boy or girl who does not wish or cannot afford to go to college.

If one does not graduate from high school he cannot go to college.

He cannot go to a state normal school in most of the states.

He cannot go to a first class law school.

He cannot go to a first class medical school.

He cannot go to a first class dental school.

He cannot go to a first class pharmacy school.

He cannot go to a first class engineering school.

He cannot be admitted to a Naval School of Aviation.

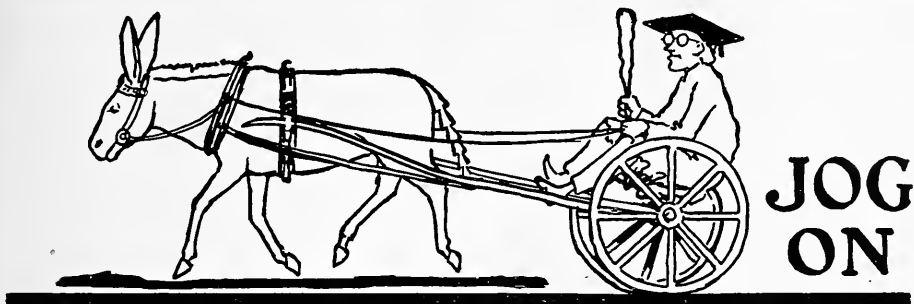
He cannot be admitted to an Army Aviation School.

He cannot get a first class position in a newspaper office.

He cannot get a place in any business office with unlimited opportunities for advancement.

Get a high school education. It is the foundation for success. Without it you will be seriously handicapped; with it you will be far better prepared to make your mark. You must learn if you wish to earn. Rewards are paid for knowledge. The high school offers you an opportunity to get a fair start towards success.

The narrow-minded sentiment of former generations, calling for a trifling accomplishment in reading, writing and numbers, has given way to a firm conviction that the school should furnish a broad, liberal, thorough education, such as culminates in mental and moral culture as well as manual dexterity. Education means efficiency, and efficiency can only be acquired by preparation for the exhibition of it.



The History Makers

(An Editorial from the Cleveland Plain Dealer)

Jog on.

If you are graduating from the elementary schools plan to enter high school. The world wants trained minds.

Jog on.

This is the time of graduation and of decision. Thousands of graduates are facing the future confidently with diplomas in their hands. Other thousands will drop out of school, without graduating. What the future holds for them personally in each case depends almost wholly on how well they have fitted themselves for useful service.

Jog on.

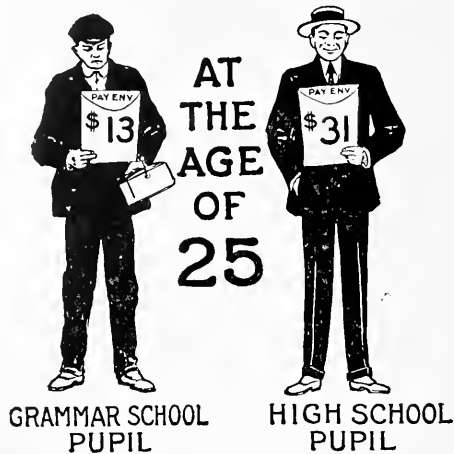
The modern high school teaches practical things. It fits one for common-place, workaday activities. The day long since passed when education was considered merely ornamental or the possession of the highly born. The world is run by common-place men and women prepared for their tasks by education. Be one of them.

Jog on.

Make sacrifices if necessary, forgo pleasures if finances are short, work your way through school if the money problem presses; whatever the apparent handicaps there is a way somewhere and the years spent in study now will be the most valuable investment you will ever make. Parents who encourage their sons and daughters to keep on in school are doing a favor to the next generation of Americans as well as to themselves.

Stay in school.

The children of all parents have the right to go to High School. There is no distinction between rich or poor—all have the same splendid opportunity in this great, democratic institution.



The following interesting data is taken from statistics compiled by the United States Bureau of Education :

Grammar School Pupil		High School Pupil	
WAGES PER WEEK	AT THE AGE OF		WAGES PER WEEK
\$4.00-----	14-----		
4.50-----	15-----		
5.00-----	16-----		
6.00-----	17-----		
7.00-----	18-----		\$10.00
8.50-----	19-----		10.75
9.50-----	20-----		15.00
9.50-----	21-----		16.00
11.75-----	22-----		20.00
11.75-----	23-----		21.00
12.00-----	24-----		23.00
12.75-----	25-----		31.00
Total \$5112.50		Total \$7337.50	

It will be noticed that the pupil who had remained in school until 18 years old, at the age of 25 years was earning over \$900 a year more than the pupil who left school at 14 years.

How much money at 5% interest would be necessary to bring an income of \$900 a year. Answer-----

Wages are higher now than when the above table was compiled; the comparison, however, remains the same.

Boys and girls should consider carefully what it means *educationally, socially, financially and otherwise* to drop out of school at an early age. Our High Schools afford such splendid opportunities for advancement that no boy or girl can well afford to leave school before finishing one of our High Schools. Practically every line of instruction is now being offered which makes for health, knowledge, skill and character as well as more money.

STAY IN SCHOOL!



Can you afford to neglect your education for unsteady work and very low wages?

Employers are asking for older boys and girls with High School Training.

EDUCATION COUNTS!

YOUR JOB TODAY IS TO GO SCHOOL

JOBS ARE SCARCE

How many of your friends under 16 years of age who left school last year have good jobs today?

The most responsible employers are not hiring boys and girls under 16 years of age.

WAR RATES OF PAY ARE GONE

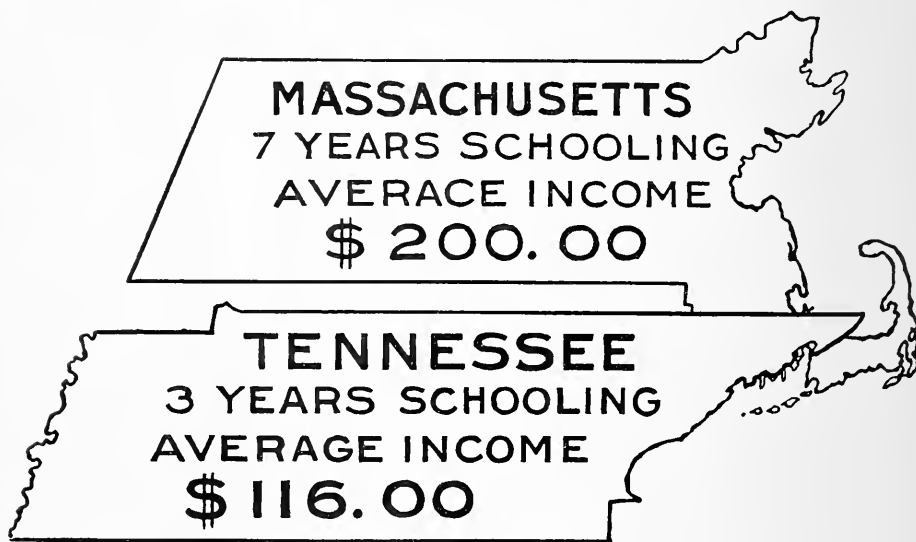
Firms which used to pay \$10 to \$14 a week are now paying \$5 to \$9.

Some boys and girls are making as low as \$2 and \$3 per week—not enough for lunch and car fare.



Success in school depends upon the parent, the teacher and the child. The first two are important factors but in the final analysis the primary responsibility for success or failure in school and in life rests with the child. "You can lead a horse to water but you can't make him drink" You can make a child go through the motions of securing an education but if he is determined not to learn, neither the parent nor any one else can pour knowledge into his brain.

THE VALUE OF EDUCATION



E DUCATION means money.

I N Massachusetts the average person goes to school seven years; in Tennessee, the average person goes to school three years. In Massachusetts the average income is \$200.00 a person; in Tennessee it is \$116.00.

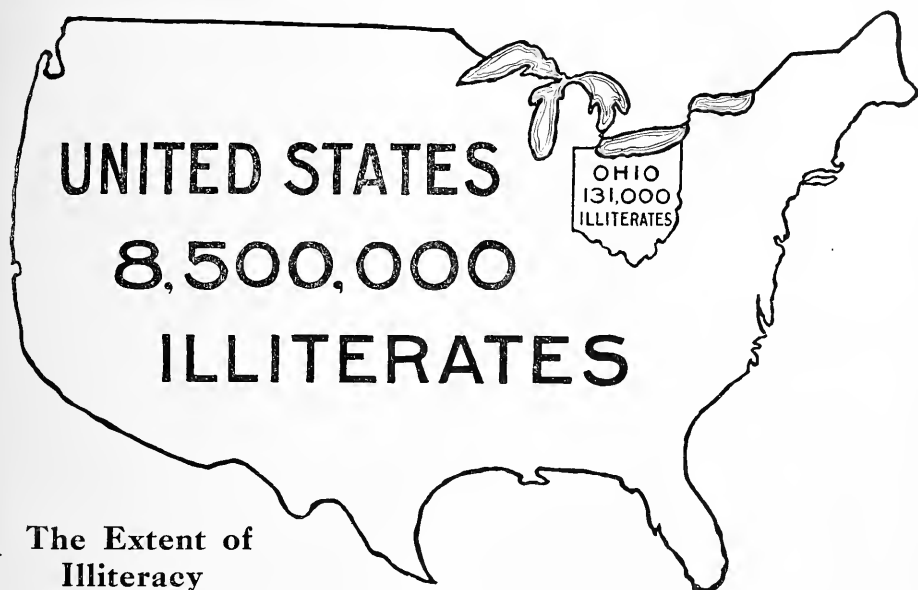
I N the United States as a whole the average college graduate earns \$2,000.00 a year, the average high school graduate \$1,000.00, the average elementary school graduate \$500.00.

E ACH day spent in high school is worth \$25.00 to each pupil, each day spent in college \$55.55. This is more than the average boy or girl can earn by leaving school and going to work.

O NLY one in a hundred of our people is a college graduate, yet 36% of every 100 congressmen have been college graduates, while 50% of our Presidents, 54% of our Vice-Presidents, 69% of our Supreme Court Judges, and 87% of our Attorney-Generals have had college degrees.

T HERE is a book called "Who's Who in America." This book contains the names of those persons who are well known because of their good works. The person who cannot read and write has one chance in 150,000 to get his name into this book; the grammar school graduate one in 4,250; the high school graduate one in 1,600; the college graduate one in 180; the honor student in college one in three.

D OES education pay? **I** T DOES. IT PAYS TO GRADUATE.

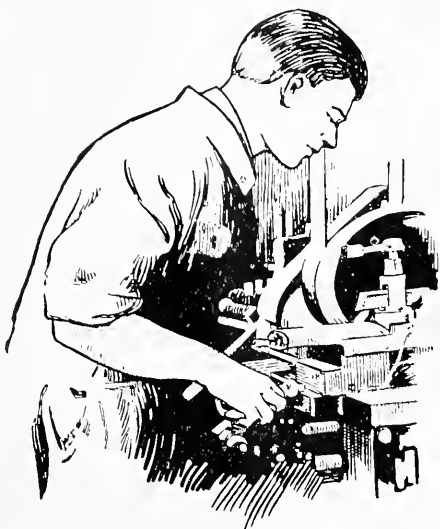


The Extent of Illiteracy

The Federal Census has *no real test* for illiteracy, but simply asks the question of the person listed, or listing for the whole family, "Can you write?" and if the question of such person ten years of age or over is in the affirmative such person is listed as literate, and if it is negative such person is listed illiterate. The person reporting for the family or for himself or herself signs name to report given. This is the only method used by the federal government in the census. The army authorities gave a real test by requiring the soldier tested to read a selection from the newspaper and to write a short letter. In the first conscription there were 1,566,011 men examined and those who were unable "to read and understand a newspaper and write a letter home," amounted to 25.3 per cent (Report of R. M. Yerkes, chairman of the committee for army tests). So instead of the 77 out of every thousand, or 7.7% of illiteracy as given by the Federal Census for 1910, it was found by actual test to be 253, or nearly four times as many. Dean West of Princeton estimates that another *twenty-five per cent are near illiterate and practically illiterate* so far as actual reading and writing are concerned. Dean West estimates that one-fourth of the population of the United States who are classed as literate find it so difficult for them to read or write, or have so little interest in reading that they do not read or read so little that it is negligible, and he thinks that *practically one-half of America is illiterate!* General Glenn is authority for the statements that at least fifty per cent of the illiteracy reported by the Federal Census, should be added to make the number correct. From these reliable sources, we see that the illiteracy of our nation is a very serious problem which demands the careful consideration of our people.

The 131,006 illiterates of Ohio are composed of 33,726 native whites, 84,397 foreign-born whites, and 12,715 negroes. The number of foreign-born white illiterates has increased 17,500, and the number of negro illiterates has increased 2,255, making the total increase of illiteracy in these two classes 19,755. The increase in these two classes in illiteracy in Ohio has evidently been caused by influx into the state through industrial inducements.

WHAT EDUCATION CAN DO



The necessity for education has increased and will continue to increase as long as civilization continues to advance in its complexity. Because of the unparalleled progress in the arts and sciences during the past fifty years, the need for education multiplied itself many times. For example, a century ago a transportation system consisted of little more than a wagon and a driver who knew the road. Today a system of transportation involves millions of dollars and thousands of carefully trained, intelligent men. In a like manner, farming has progressed from merely exhausting one fertile piece of soil after another by crude methods of agriculture to the intelligent rotation of crops and conserving and building up the soil. It takes men of education to do these things.

Education does many things. It helps one make money; it insures a successful career; it makes possible a larger, fuller, and better life. Another thing which it gives is the power of attention. The best courses of study are those which train the mind to concentrate and hold its attention upon an object until it glows with light and interest; the power to marshal all the forces of the mind and march them together to conquest and victory. To be able to sit down and focus attention upon one problem until it is thought through, is a satisfaction that belongs to the educated mind. The man who can do this is the educated man. He can get what he wants, for the world will always turn aside to let the man pass who knows where he is going.

Education puts a man into fellowship with all the ages. It enables him to listen intelligently while all the poets and the prophets and the sages of the centuries talk to him. It broadens his life in his own generation. Education makes a man many-sided. A trained man will observe more in a day than an ignorant man will in a century.

At the present time, all issues call for leaders; we need men of thought and of action, men of knowledge, men of insight, men of vision, men whose horizon is broad, and whose thinking is controlled by the soundest and best principles, men who are capable of marking out the path for themselves and their fellows and setting the pace is controlled by the soundest and best for others to follow.

If there is one thing that fits a man for this duty, it is education. It fits him for service, makes him a larger, truer man. Thus it is the duty of every young man and woman to get all of this kind of education that he can. What if education is hard to attain? The greater, then, is its value, and the owner of an education can do things which without it would be impossible. To get all the education possible is the duty of every intelligent person. It is a duty to himself, to his generation, to the future, and to his Creator.

Sylvia Hyman, '22—Oakdale Cal. Leader.

No Doors Closed to This Girl

Girls should go to High School because never in the world's history was the need for broad-minded, level-headed, clear-thinking women of such paramount importance.

The girl from the grammar grades is immature in mind and body and unfitted for any position of merit.

Watch the development of the girl who goes on to High School and mark the growth physically and mentally. It is, with many girls, little short of a miracle.

Physically she grows into healthy womanhood because of the training, exercise and play which are part of her life for four years.

Her mind broadens and grows even more rapidly than her body. She learns to use her grammar school education and her mind becomes powerful to grasp and to hold.

She learns to become independent—to make decisions—to see that right is right.

Most doors of any importance are closed to the grammar school girl but no doors are closed to the girl with the High School education.

Only through education endless and constant can our girls become the women the world needs—the guardians of the future generations.

MRS. ALBERT F. WESTGATE,
President, Cleveland Federation of
Women's Clubs.

(Graduate of a Cleveland High School.)

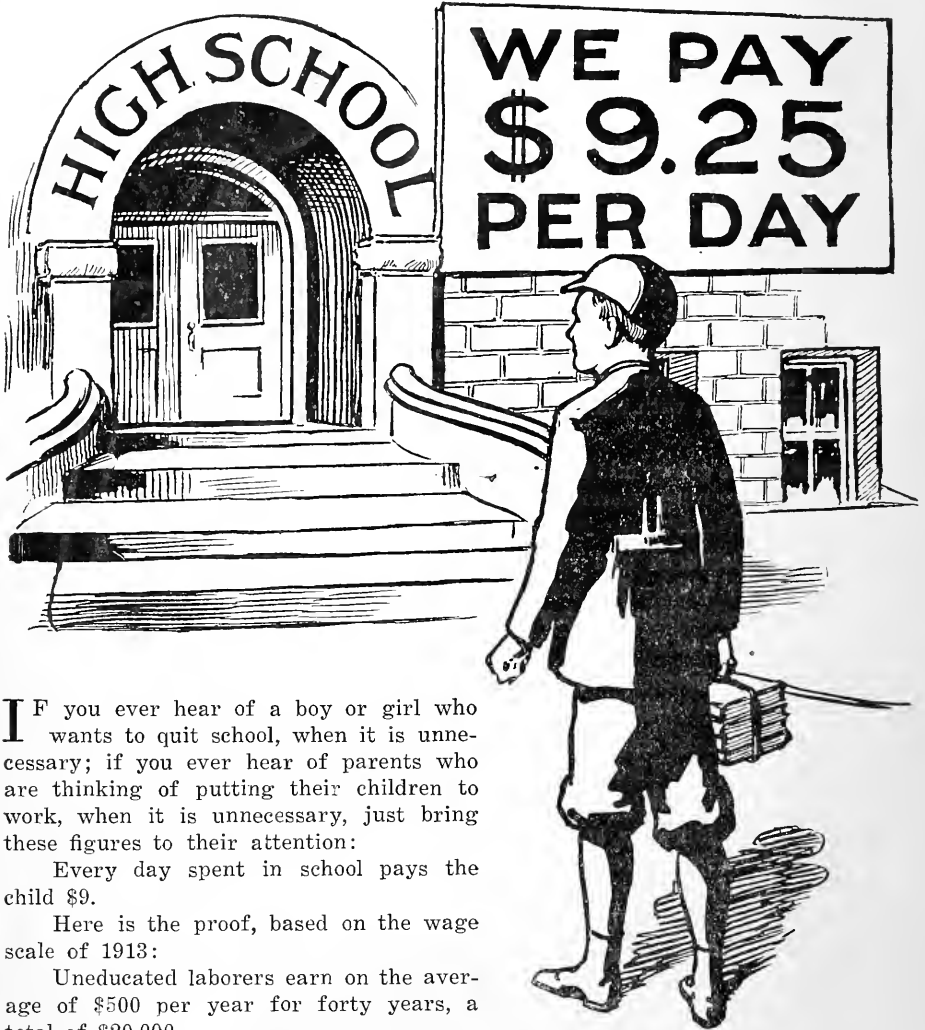


Advice from a Woman Judge

Nothing is more important than that you go to high school. It will help you in every way, help you earn money, help you win your way among other people, and widen your circle of enjoyment for your whole life.

Cordially yours,

FLORENCE E. ALLEN,
Judge, Court of Common Pleas, Cuyahoga County.



IF you ever hear of a boy or girl who wants to quit school, when it is unnecessary; if you ever hear of parents who are thinking of putting their children to work, when it is unnecessary, just bring these figures to their attention:

Every day spent in school pays the child \$9.

Here is the proof, based on the wage scale of 1913:

Uneducated laborers earn on the average of \$500 per year for forty years, a total of \$20,000.

High school graduates earn on the average \$1,000 per year for forty years, a total of \$40,000.

This education required twelve years of school of 180 days each, a total of 2,160 days in school.

If 2,160 days at school add \$20,000 to the income for life, then each day at school adds \$9.25.

The child that stays out of school to earn less than \$9.00 a day is losing money—not making money.

These figures are based on an investigation made by Dr. A. Caswell Ellis of the University of Texas, at the request of the U. S. Bureau of Education.

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